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ABSTRACT

A personalized parenting program was implemented to address poor academic performance and low self-esteem of high school students. Student records, the Coopersmith Self-Esteem Inventory, the Behavior Evaluation Scale, and teacher surveys were employed to identify and measure academic and/or self-perception growth. Parents participated in an 8-week course with an additional 10-week follow-up program. Students attended communication sessions during the follow-up portion of the program. The results were inconclusive due to the small sample size (six parents and five teenagers). Targeted objectives were attained by certain students and parents. It was concluded that personalized parenting courses could enhance students' academic performance and student/parent self-perceptions. Appended are screening instruments, survey results, sample communications and data collection forms, and a graphic analysis of teachers' perceptions regarding the students' behavioral performance.
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IMPROVING STUDENT PERFORMANCE
THROUGH PARENT INVOLVEMENT

by

Candace E. Steventon

A Practicum Report

Submitted to the Faculty of the Center for Advancement
of Education at Nova University in partial fulfillment
of the requirements for the degree of Educational
Specialist.

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Abstract

Improving Student Performance Through Parent Involvement.

Steventon, Candace E., 1990; Practicum Report, NOVA University, The Center for the Advancement of Education. Descriptors: Parent Education/Secondary Education/Adolescent Self-Esteem/Parental Self-Esteem/Education-Parent Participation/Adolescence Communication/Parent Communication/Parental Influence/Parenting-Study and Teaching/

Poor academic performance and low self-esteem of high school students was addressed by the implementation of a personalized parenting program. Student records, the Coopersmith Self-Esteem Inventory (Coopersmith, 1981), the Behavior Evaluation Scale (McCarney, Leigh, and Cornbleet, 1983), and teacher surveys were employed to identify and measure academic and/or self-perception growth. Parents participated in an eight week course with an additional ten week follow-up program. Students attended communication sessions during the follow-up portion of the program. The results were inconclusive due to the small sample size. Targeted objectives were attained by certain students and parents. It was concluded that personalized parenting courses could enhance student academic performance and student/parent self-perceptions. Appendices include screening instruments, survey results, sample communications and data collection forms, and a graphic analysis of teachers' perceptions in regards to the students' behavioral performance.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

Signed: _____
Candace E. Steventon

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Observer Verification Form

Verification of Practicum Activity

Dear Observer:

Practicum students in Nova's M.S. and Ed.S. programs are asked to provide external verification that the project activities reported in their final practicum documents took place as described. You have been designated an observer to fulfill this confirmation function by the student named below. On this sheet, then, please write a note attesting to your knowledge of the project activity described in the final practicum report to which this will be attached. (Note that you are not asked to evaluate or make judgments about the quality of the project.)

Practicum Title Improving Student Performance
Through Parent Involvement
Student's Name Candace Stevenson
Program Site Shiloh High School Date 1/26/88
Observer's Name Ivan L. Bagby Ivan L. Bagby
(please print-----and sign)
Observer's position Community School Director Phone # 404 972-4471
Observer's comment on impact of the project (handwritten): _____

Ms. Stevenson conducts the discussion group
in such a manner that the participants would
discuss problems they had been reluctant
to discuss openly.

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CHAPTER I

Purpose

School and Community Setting

The author's project involved high school students, their parents, and teachers. The high schools in the district range in population from 1,500 to 2,200. Over 95 percent of the students in the district graduate. The socioeconomic make-up of the district is predominately white, suburban, middle to upper-middle class. Within the last five years, better than 50 percent of the residents have moved into this district from other districts and states. The majority of mothers work outside the home. The high school students have the freedom and flexibility that comes with such an environment.

The author is an experienced special education resource teacher at one of the newer and larger high schools in the district. Since the beginning of the school year various parents at the author's school had expressed concern over their son/daughter's school performance to the guidance counselors, other teachers, and this author. Parent interest in improving their

student's school performance and professional staff's concern regarding parent communication and cooperation was evidenced by the author. These observations prompted an investigation into what seemed to be an existing need within the high school setting of providing parents with an effective means of improving student performance.

Identification of the Problem

Lack of motivation, poor grades, absenteeism, and inappropriate behaviors are just some of the school performance problems for many of today's high school students. Poor school performance is not a new problem. Parents, educators, and related community agencies have sought ways of improving student performance. New curriculums, higher standards, and basic skills testing have been and probably will continue to be designed to alleviate this problem.

Rapid technological advancements and cultural changes have contributed to widening the gap of expected versus actual student performance. Comer (1986) states:

Students today are no more innately intelligent or socially and psychologically developed than were students 25 to 50 years ago. They still need mature, emotionally meaningful adults to mediate the information in their environments. Indeed, given the

complexity of today's world, they need more such adult help in their lives than children did in the past. Given the changed relationships between home and school -- and the size and departmentalism of schools -- school people have lost much of the power they once had to significantly influence the social and psychological development of students as they address their intellectual development. (p. 433)

Changes in the family structure have impacted student performance. Many of the changes have placed the burden of accountability for student performance on the schools. Comer (1986) explains:

Given increasing divorce rates, the growing numbers of single-parent families and families in which both parents work, and the general complexity of modern life, even children of well-educated, middle-class parents can come to school unprepared because of the stress their families are undergoing. Such conditions often lead to frustration, disappointment, apathy, withdrawal, anger, and acting out on the part of students, parents, teachers, and administrators. Administrators and teachers generally have only the power to punish, and many students -- lacking trusting and supporting relationships with the school staff -- have both the power and the desire to undermine their authority. (p. 444)

There is a significant body of research linking parent involvement and student achievement. Henderson (1988) reports that "If school improvement efforts are judged successful when they raise student achievement, the research strongly suggests that involving parents

can make a critical difference." Henderson also warns:

If schools do not make the effort to include parents in the learning process, children can find it difficult to integrate the separate experiences of home and school. If the school and home are in conflict, the children tend to fall behind and drop out. (p. 152)

Results of a questionnaire by Dornbusch and Ritter (1988) show that almost 80 percent of those teachers surveyed agreed that many parents feel uncomfortable at school. They contend that, "It is up to educational theorists, researchers, and administrators to consider ways to bring more parents into the active school community." (p. 18)

Parental involvement can help to improve student performance. Henderson (1988) states, "While the effects are particularly strong at the early levels, significant benefits can be derived from involving parents in the intermediate and high school years." (p. 153) A parent education program tailored to meet individual needs is one way of involving parents in the education process.

To gain an educator's perspective of parent education as a means of improving school performance, the author, through the use of a word processor,

developed a brief rating scale consisting of five statements (see Appendix A:26) which was sent to all high school guidance counselors in the school district. Twenty-two out of 36 (61%) counselors responded to the survey. Seventy-three percent of those surveyed strongly agreed that parent education on the secondary level is needed and 77 percent agreed that parent education can improve parent perceptions of their parenting skills. Sixty-eight percent of the respondents strongly agreed that parent education that is structured to address individual student/parent needs can improve student school performance. Sixty-four percent strongly agreed that parent education that increases school communication and provides support for improvement of student school performance can improve teacher perceptions of the student. Lastly, 59 percent of the respondents strongly agreed that parent education can improve student perceptions of home and school. Not one respondent disagreed with any of the statements. The reader should refer to Appendix A for a complete tabulation of the results.

Student performance does not represent a minor problem for educators, parents, and the community. Poor student performance can effect a country's economic and social structure. As Henderson (1988) states, "Parent involvement is neither a quick fix or a luxury; it is absolutely fundamental to a healthy system of public education". (p. 153) This project attempted to solve the problem of poor student performance by involving parents in the improvement process.

Outcome Objectives

The author expected the project to achieve the following objectives:

- A. After sixteen weeks of parent participation in a parenting program and follow-up program, students of said parents will improve identified school performance deficits a minimum of 10 percent, one-half of a standard deviation, or two standard score points respectively as evidenced by school records, the Coopersmith Self-Esteem Inventory (see Appendix B:55), or the Behavior Evaluation Scale (BES) (see Appendix C:57).

- B. After completion of the parenting program and follow-up program, parents will improve their perceptions of themselves as parents at least 20 percent as measured by post-test results on the Parental Practices Inventory (PPI) (see Appendix D:59).
- C. After parents have completed the parenting program and follow-up program, students of said parents will improve their perceptions of themselves in relationship to school and home by a minimum of one-half of a standard deviation as measured by post-test scores on the Coopersmith Self-Esteem Inventory.
- D. After completion of the parenting program and follow-up program, teachers of students participating in this project will improve their perceptions of those students a minimum of two standard score points as measured by post-test results on the BES.

CHAPTER II

Research and Solution Strategy

Henderson (1988) poses questions which are central to the author's solution strategy:

Surprisingly little debate about the proper role and responsibilities of parents has surfaced in the current wave of concern over the plight of public education. Has there been a decline in parent involvement in the schools and, if so, is that decline part of the schools' problems? Should parents step in when schools are bad? Should schools that seek to improve themselves reach out to parents for help? What can parents contribute to the education of their children, at home and in the schools? (p. 149)

The role of parents in the educational process is essential to the continued growth and improvement of students.

Arbuckle and MacKinnon (1988) designed a cohesive model of parent and child variables as they influence children's academic achievement. "The model suggests that academic achievement is influenced by a variety of forces from within the child and through interactions with parents." (p. 128) Swick (1988) in his analysis of several studies cites that parental efficacy is linked to the quality of parental involvement. Further, Swick explains:

Parents ideological frameworks contain threads such as perceptions of the purpose of life, self-image, attitudes toward others, beliefs about their role in life, constructs of how to manage life, views of parenting and child/family development, and images of the future. (p. 37)

Swick (1988) contends that "... self image is at the core of parenting ... that 'self-image as parent' was particularly significant as a predictor of ability to carry out the 'parent as educator role.'" (p. 37-8)

Partridge (1988), in her review of selected literature on this subject, explains:

On a phenomenological level, the parental self-concept is the parent's inner story about any and all aspects of rearing a particular child: an envelope of feelings, attitudes, expectations, experiences, conflicts, and beliefs from past and present sources. From the present, the parent accumulates images of self-as-parent through numerous encounters with the child, whether these have left the parent feeling sad, proud, disappointed, frustrated, angry, relieved, puzzled, or neutral. (p. 281)

Small (1988), in his survey of 139 parents and children, reports a relationship between a parent's sense of self-worth and the behaviors parents employ when interacting with adolescent offspring. Partridge (1988) concludes, "securely attached parents appear to be raising securely attached children." (p. 283)

Parental qualities are not the only indicators of enhanced student performance. Partridge (1988) explains:

Belsky wrote that, besides parental personality, two other domains of influence determine the parental experience -- the child and the social system. Belsky described the parental role as a 'buffered system,' maintaining that a weakness or limitation in any one of three domains can be offset by strengths in one or both of the others.

One of the strengths of Belsky's work on the dimensions of parenthood is his emphasis on the influence of the social network surrounding the parent and the child. (p. 285)

Ianni (1989) in his observations and interviews with adolescents in 10 communities throughout the United States reports:

We found that the diversity among communities and the effects of local differences on adolescents and on the groups they formed persisted over time. The teenagers in the 10 communities we studied were as different from one another as they were from the adults in the community.

* * *

... Adolescent development takes place within a specific community, as the individual teenager's resources are nurtured or stifled by what is available. (p. 675)

Ianni (1989) further explains that, "Conflict and confusion are inevitable when such social institutions as the home, the school, and the workplace present different standards of adulthood." (p. 675) Peer groups are an important aspect of adolescent life. Comer (1986) warns:

Undesirable pressure from the peer group is so successful at least partly because parents and teachers are not helping students grapple with the volume of information they receive today. Parents and teachers are not available to help students integrate all the information they receive into their social and psychological lives. I suspect that this is one of the reasons that drugs, alcohol, vandalism, and other social problems exist in many communities that suffer no material stress. (p. 446)

As Ianni (1989) points out, "... focusing only on teenagers paints a distorted picture of adolescent life and overlooks the significant role of adult guidance in shaping a secure and successful transition from childhood to adulthood." (p. 677) Ianni continues:

I believe we have made the adolescent peer group the scapegoat for our own sins, both those that we commit ourselves and those that adolescents learn from us. The use and abuse of drugs, alcohol and tobacco began as adult problems and became teenage problems only when we introduced young people to them as signs of having reached adult status. (p. 682)

* * *

Peer groups are necessary and effective arenas of social reference that do exert powerful influence, often coupled with considerable anxiety and stress, on their teenage members. But local peer groups grow out of and continue to be related to the adult institutions that sanction them, and they are usually short-lived and dedicated to specific purposes. Although peer groups do provide occasions for interaction among peers and for questioning adult values, few teens ever do completely reject those values. (p. 675)

What level of impact, if any, do parents have as models and definers for their children? What type or parenting style or styles are effective? Henderson (1988) cites a continuing study in the San Francisco Bay Area, conducted by Stanford Dornbusch:

... parenting styles produced marked differences in student achievement. Across ethnic groups, family levels of education, and family structures, he consistently found that 'authoritarian' styles are associated with the lowest student grades, 'permissive' styles with the next lowest grades, and 'authoritative' styles (firm but open to discussion and negotiation) with the highest grades. Dornbusch concludes that parenting style is a more powerful predictor of student achievement than ethnicity, family level of education, or family structure. (p. 152)

Cohen's (1987) study based on data from James Coleman's Adolescent Society survey shows that, "parents' effects on their children's educational aspirations and attainments are due to both modeling and

defining influences." (p. 339) Cohen summarizes that the defining influence was much stronger than the modeling influence; girls were more influenced by parental modeling than boys; mothers and fathers were about equal in their modeling influence; and blue-collar parents were just as effective as white-collar parents as definers but, less effective as models.

Grolnick and Ryan's (1989) study of 64 mothers and 50 fathers of elementary school children in third through sixth grade, using a structured interview assesses three dimensions of parent style: autonomy support, involvement, and provision of structure. They state:

Parental autonomy support was positively related to children's self-reports of autonomous self-regulation, teacher-rated competence and adjustment, and school grades and achievement. Maternal involvement was related to achievement, teacher-rated competence, and some aspects of behavioral adjustment, but no significant relations were obtained for father involvement. (p. 143)

Grolnick and Ryan suggest that, "... parents who are more dedicated to the child-rearing process have children who have a greater sense about who or what controls outcomes in schools." (p. 152) Further, they predict that, "... the 'search for excellence' in

education should proceed beyond the classroom context per se to what is perhaps the most pervasive socializing influence on children's school related functioning -- namely, their parents." (p. 152)

Parent efficiency is well documented. How can such impact be utilized by educators in order to improve student performance? Can parent involvement with the educational process be positive for all concerned? And, if so, what effective approaches to increased parental involvement can be offered by educators? Sattes (1989) states:

All parents communicate important values about school and learning, and these attitudes toward learning help determine and shape children's attitudes. Many times, attitudes of parents are rooted in their own experiences with school. These attitudes are not likely to change without intervention, but it is encouraging to note that attitudes and behaviors can be changed. (p. 37)

Sattes contends, "Although parent involvement in almost any form seems to improve student achievement, research indicates that such achievement is greater with high levels of involvement and with involvement that is meaningful." (p. 37) Swick (1988) supports:

The persistent influence of parental involvement on all aspects of children's learning and development has major implications for professionals whose primary function is to support children and families.

* * *

The initial focus of professionals must be on strengthening their relationship with parents and children. The research of parental efficacy and involvement points to the 'support system' influence of professionals when the parent-professional relationship is harmonious, partnership based and specific to parents' needs. (p. 40)

Ianni (1989) points out:

Schools are central to the lives of adolescents -- not only because so much of their waking time is spent in them, but also because schools have been assigned a role at least commensurate with that of families in the preparation of adolescents for later life. The schools are expected to teach occupational preparation, information about health, a measure of self-discipline, and good citizenship.

* * *

Indeed, we have come to see schools -- particularly high schools -- as the principal remediators of social ills. (p. 680)

This author has proposed parent education tailored to address specific parent-student needs as an effective means of involving parents and improving student performance. Sattes (1989) states that, "Parents want

their children to do well in school; however, they often don't know what they can do to help." (p. 38) Parents of teens face tough challenges. Dinkmeyer, et al. (1987) states, "Today's concerned parents often turn to parent education programs for help with the challenges they face. (Introduction) Based on Dinkmeyer's work, practical principles for understanding and dealing with adolescent behaviors are applied. Parent education is one way of giving parents a sense of direction and purpose in the educational process.

The long term effects of educating parents are also of benefit to educators. Comer (1986) states, "Although education is a long-term process, most teachers are in contact with students for only one year at a time." (p. 446) Effective parent education can offer children and adolescents educational continuity regarding purpose, goals and self-esteem.

While other forms of parental involvement such as school newsletters, open houses, parent-as-tutor programs, and school-based consultation teams have proven to be effective, the author has contended that parental involvement which is direct, on-going,

individualized, and educational will produce the greatest long-term impact. The amount of time, materials, and manpower required to provide a quality parent education program is greatly overshadowed by the benefits derived for parents, educators, and most importantly, the students.

CHAPTER III

Method

Prior to actual implementation of the proposal, the author was required to submit a detailed research permission request packet to the Research, Evaluation and Community Liaison Committee in the school district. The author used a word processor to compile the packet which consisted of the project's guidelines, objectives, description of study, intended results of research, parental permission, and vita. District level permission was granted prior to project implementation.

The author was the Program Coordinator for the parent education program. It was the Program Coordinator's responsibility to set the agenda for the eight week course, provide for follow-up support for the remaining eight weeks, monitor all sessions and follow-up, and gather pre- and post-assessment data. The Program Coordinator employed the school guidance counselors for the purposes of data dissemination and collection (see Appendix E:63) and students' teachers for pre- and post-assessments (see Appendix F:65).

The parenting course was designed after information from referral resources was gathered. The Program Coordinator conducted interviews with a local middle school and high school counselor, as well as special education and regular education teachers. Suggestions given in the Guidance Counselor Rating Scale (see Appendix A:53) were also taken into consideration. Literature reviewed for the purpose of the project proposal helped to determine program content and evaluation procedures. The Effective Parent by Don Dinkmeyer, et al. was purchased for the participants. This text was suggested by two local school guidance counselors and researched by the author.

The facility determined to be most suitable for purposes of publicity and parent convenience was the local evening community school housed at the Program Coordinator's high school. The assigned classroom was air conditioned, well lighted, and equipped with a variety of audio-visual equipment. A Monday evening, 7:00 to 9:00 p.m. time slot, was determined as the most convenient day and time for parents. The course began at the beginning of the school's second semester and continued until the end of the eighteen week semester.

The normal community school publicity did not generate enough interest in the course. It became necessary for the Program Coordinator to gather referrals from the high school guidance counselors in the local and surrounding schools. Potential participants were contacted by telephone. Program information was then sent to interested parents. As a result, enrollment increased from three to nine participants. Two more parents registered the evening of the first session, but two pre-registered parents were no-shows. The course began with nine participants. Three parents dropped out by the fifth session. Six parents participated in the eight session program. Five of the six parents and their teenagers participated in the follow-up and post-evaluation portions of the program. Due to the uniqueness of each parent and teenager, this author has explained the remaining portion of the program's implementation, monitoring, and evaluation by using the timeline of the course syllabus (see Appendix G:67).

Guest speakers were featured during the first four sessions while the last four sessions involved active

parent participation in order to meet individual parent/student needs. Guest speakers were chosen based upon their area of expertise and availability. All speakers were asked to bring handouts which were pertinent to their topic presentation. All presentations were gratis.

The session topics and accompanying reading assignments were selected based upon the author's research of the problem statement. The syllabus was purposely designed to provide the participants with opportunities for awareness, knowledge, and review of vital facets of parenting a teenager. The last four formal sessions were geared for the purpose of using what was gained in the first four sessions to develop parent/student goals and action plans. The Program Coordinator was to meet with the students during the last four sessions of the parenting courses, the follow-up time period, and the end of the semester.

Session one involved sharing the program's purpose and design and obtaining permission to gather pre- and post-assessment data. All assessment forms, rating scales, and letters to counselors and teachers were

shared with the parents. All of the parents granted the necessary permission to the Program Coordinator (see Appendix H:70). The parents were issued the course text and course syllabus. They completed the Parental Practices Inventory (see Appendix D:59) and the general information form (see Appendix I:73). The guest speaker, a master's degreed social worker from the county's center for counseling and family therapy, presented the last hour of the session. Adolescent development and the challenges posed to parents witnessing these development stages in their teenagers were explained by the speaker. The parents were given an opportunity for questioning and sharing of their concerns. The speaker received good to excellent ratings on the session evaluation form (see Appendix J:75).

The first hour of session two began with a review of the reading assignment, the appendix from The Effective Parent (Dinkmeyer, et al. 1987). The appendix contained brief summaries of the core concepts of "Systematic Training for Effective Parenting" (STEP). Topic highlights from session one were discussed. The guest panel consisting of a local high school guidance

counselor, an assistant principal in charge of discipline, and a high school language arts teacher answered questions during the second hour of the session. Evaluation of the panel session ranged from fair to excellent. Usefulness of the information presented received the lowest rating.

Session three began with a discussion regarding the participants lukewarm reaction to the panel presentation. The group came to a consensus that parent/school communication was more effective if provided on an individual, not general, basis and that school populations seemed too large and understaffed, which placed the burden of initiating a dialogue on the parent. The session's reading assignment was reviewed.

The guest speaker was an educational liaison for the adolescent unit of a local psychiatric hospital, a former special education teacher, and as a youngster had been diagnosed as learning disabled. Her presentation centered on parent efficacy. The speaker emphasized the relationship between a parent's sense of self-worth and the behaviors parents employ when interacting with adolescent offspring. Understanding such a relationship

in order to improve parenting skills was discussed. This speaker received all excellent ratings from the participants. Parents reported that the information's value and the presenter's skills were particularly notable.

To begin session four, the Program Coordinator used Chapter 1 of The Effective Parent to establish ground rules for group problem solving that were to be used in the last four sessions and follow-up portions of the project. Confidentiality was of primary concern to the participants. The Program Coordinator reassured the group that all collected data would be held in confidence and eventually be given to the participants. Group members agreed to hold session discussions in confidence. The need for acceptance of the participants as individuals and cooperation among all members was established.

The guest speaker for session four, a Director of Education for the Adolescent Psychiatric and Chemical Dependency Unit at a local psychiatric hospital, presented ways of setting rules and limits so that neither parents nor their teenager would feel

compromised. The group participants were asked to share a parenting problem with the presenter to explore possible problem solutions. The parents gave fair to excellent ratings to this presentation. One third of the parents commented that the presenter's suggestions were practical and helpful.

Session five began the group problem solving portion of the course. This session was used primarily as a personal sharing of individual family relationships and attitudes. The parents felt that it was important for the Program Coordinator to meet with the students. The first student session was set to coincide with the issuance of school progress reports and before the next parent session. Pre-assessment data on the students was shared with the parents. This data revealed school related problem areas which their teenager's teachers identified, as well as how their teenagers viewed themselves in relationship to school and home (see Appendices B:55, C:57, K:77).

The first student session gave the Program Coordinator an opportunity to observe the teenagers. The session was kept informal and the discussion was

completely open-ended. The Program Coordinator shared results of the pre-assessment data which was submitted by themselves and their teachers. The students generally agreed with the ratings and comments reported. At this point, all of the students were achieving at a failing level in at least one subject.

During sessions six, seven and eight of the parenting course, the Program Coordinator attempted to guide the participants toward goal setting and action planning. Only one of the six parents completed the process of identifying a parenting problem, discussing solutions with the group, devising an action plan, and implementing the plan for at least one week. Even though feedback from this parent was positive, the remainder of the parents did not set definite goals or formalize action plans. Their failure to do so is explained in Chapter IV of this report.

The parent participants selected to meet as a group with the Program Coordinator during the follow-up portion of the project. Evaluation for sessions five through eight was completed by the parents. The Program Coordinator received good to excellent ratings. Parents

noted that the group discussions were helpful and the opportunity to share problems openly with others was difficult but appreciated.

The first follow-up session was held three weeks after session eight. The parents shared their attempts to reduce power struggles with their teenagers. Allowing their teenagers to handle their own mistakes and resulting consequences was the major topic of this session. The group concluded that their teenagers should be given more responsibility for their actions and that parent intervention be used when their teenager's actions negatively affected other family members.

The Program Coordinator met with the students at the end of the second school progress report period. All students remained in jeopardy of failing at least one course. The students were interested in what their parents said about them during our parent sessions. The Program Coordinator explained the need for confidentiality and suggested that they question their parents. The main topic of discussion for this session was parent disciplining styles. Each student shared

occasions when they did something that upset their parents. Alternate parent reactions and student responses to these situations were discussed.

The final student session was held four weeks later. The primary purpose was to acquire post-assessment data. Only two of the five students attended this session. Results gathered from the teachers was shared and the meeting was dismissed. The Program Coordinator later met with the other students on an individual basis.

The next follow-up session with the parents was held after the final student session and three weeks prior to the end of school. Individual problems and attempted solutions were discussed. The majority of the parents seemed frustrated with their teenagers' lack of academic progress and responsibility. Ways of coping with these frustrations were discussed. The Program Coordinator continued to emphasize formulation of goals and action plans to alleviate some of their frustration. Post-assessment results from their teenagers and the teachers were shared with the parents.

The group elected to complete their post-assessments after final grades were posted. The Program Coordinator held phone conferences and mailed post-assessment forms to each parent one week after the last day of school. Three of the five parents who responded included favorable comments regarding this parenting project.

CHAPTER IV

Results

Due to the small sample size and the different parenting abilities and family problems among the participants, an in-depth examination of results has been given on an individual case basis. Tables have been used to show the group results of all pre- and post-assessments and have been included in this chapter for the reader's convenience. Outcome objectives are referenced to the tables.

Improvement of the students' identified school performance deficits, the major outcome objective, was not achieved according to the levels set by the author. This was evidenced by the comparison of pre- and post-assessment results from the students' grades and attendance (see Table 1), the Coopersmith Self-Esteem Inventory (see Table 2), the Behavior Evaluation Scale (see Table 3), and the teachers' identification of and comments regarding the students' specific performance problems (see Appendix K:77). The second outcome objective, improvement of the parents' perceptions of themselves as parents, was attained by one of the five

participants (see Table 4). An increase of twenty percent of the pre-assessment total percentage score was the achievement level necessary to fulfill this objective. One participant came close to attaining this objective, while the remaining three participants stayed within ten percent of their pre-assessment scores. Student improvement of self-perception by one-half standard deviation of the Coopersmith Self-Esteem Inventory, the third outcome objective, was achieved by student C only (see Table 2). Coopersmith, 1986 norms for the adult form were used. The scale mean for persons 16 to 19 years of age was 66.7 with a standard deviation of 19.2. Ketchum and Morse, 1965 norms showing a mean of 56.7 with a standard deviation of 11.7 were used for the school form. The fourth outcome objective, improvement of teacher perceptions of students as evidenced by an increase of two standard score points on the mean subscale scores of the BES was not achieved (see Table 3). Standard scores from 7 to 13 are considered to be average or typical, while standard scores greater than 13 and less than 7 are considered to be statistically deviant or atypical.

Scores less than 7 indicate that the student, as rated by the individual teacher, exhibits negative or inappropriate behavior frequently enough to cause concern. Because the subscale standard scores share a common scale measurement, they may be compared with one another. A detailed recording of subscale results by the students' individual teachers has been provided for the reader (see Appendix L:79). Intervening variables which affected the achievement or lack of achievement of the outcome objectives and a report on individual results have been detailed in the following case studies.

TABLE 1
STUDENT GRADES AND ATTENDANCE

Student	Overall G.P.A. %		Absences	
	Sem. 1	Sem. 2	Sem. 1	Sem. 2
A	76	80	1	2
B	73	81	4	4
C	74	63	*6 of 43	13 of 90
D	71	75	4	6
E	76	N/A	2	**WD

* Student entered mid-September
 ** Student withdrew

TABLE 2
COOPERSMITH SELF-ESTEEM INVENTORY
TOTAL SELF SCORE COMPARISON

Student	School Form	Adult Form
	Pre/Post	Pre/Post
A	52/42	-----
B	64/60	-----
C	-----	60/80
D	-----	52/36
E	62/NA	-----

TABLE 3
BEHAVIOR EVALUATION SCALE
MEAN SCORE COMPARISON OF
SUBSCALES AND BEHAVIOR QUOTIENTS

Student	Subscales					Behavior
	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Quotients
	1	2	3	4	5	
A	9.75/9.75	9.75/9.75	10.5/10.75	10.5/10.75	10.75/10.75	101.75/101.25
B	11.0/8.5	8.5/7.83	9.0/7.16	10.16/9.5	9.0/8.3	97.66/87.83
C	8.0/8.0	10.0/10.2	8.6/9.0	9.4/9.4	10.6/10.6	92.2/95.6
D	10.2/10.8	9.8/9.4	10.8/11.0	10.4/10.4	12.4/12.4	105.0/105.6
E	8.5/8.5	11.66/9.66	10.16/9.83	11.83/11.83	10.33/10.33	103.33/102.33

TABLE 4
PARENTAL PRACTICES INVENTORY
TOTAL SCORE COMPARISON

<u>Parent</u>	<u>Pre %</u>	<u>Post %</u>	<u>+-% Difference</u>
A	72	68	-6
B	44	61	+28
C	47	44	-7
D	47	56	+16
E	70	72	+3

Student/Parent A

Student A, a white 15 year old only child, lived with her mother. Her father worked out of the state during the entire implementation period of this project. Student A was diagnosed in the fifth grade as having an auditory processing deficiency. She did not meet eligibility for any special education services.

Parent A worked as a secretary. She desired a career change and attended evening college courses. Parent A wanted to learn how to motivate her daughter in the area of academics. She particularly wanted her daughter to ask for assistance or solve any problems in order to reach her potential.

Teachers of Student A identified the following school performance problems.

<u>Teacher</u>	<u>Problem</u>
1	Little to no interaction with peers
2	Off-task behavior
3	Low test/quiz scores
4	Low test/quiz scores
5	No response
6	Low test/quiz scores

Teachers 1, 3, and 6 evidenced no improvement of the performance problems. Teacher 2 noted improvement of off-task behavior. This teacher's BES ratings (see Appendix L:79) improved slightly in subscales 2, 3, and 4. Teacher 4 noted improvement of quiz scores since the failure of the first quiz.

Even though Student A passed all of her classes and improved her grade point average by four points, her self perception dropped more than one standard deviation on the Coopersmith Self-Esteem Inventory (see Table 2). The General Self subscale score went from 14 to 9 which lowered the Total Self Score.

Parent A's rating on the Parental Practices Inventory dropped six percent (see TABLE 4). This parent noted that the lower percentages in some categories reflected the higher level of stress caused by her working as well as attending evening college classes thereby not being as available to her daughter. Student A's lowered self-concept could also be attributed to this change in her mother's schedule.

Student/Parent B

Student B, a white 14 year old ninth grader, lived with her mother and stepfather. She visited her natural father every other weekend. Student B was diagnosed and placed in a Learning Disabilities Resource Program. She received services in the reading/language arts area.

Parent B worked outside the home. She was receiving counseling services for her daughter and herself in order to improve the family environment. She hired a reading tutor once a week and supported her daughter's interest in tennis and soccer. Parent B wanted to learn how to motivate her daughter to improve her grades and perception of the school environment.

Teachers of Student B identified the following school performance problems.

<u>Teacher</u>	<u>Problem</u>
1	No problems observed
2	No problems observed
3	Excessive interaction with peers
4	Excessive interaction with peers
5	Excessive interaction with peers
6	Off-task behaviors

Teachers 1 and 2 reported a drop in Student B's behavior as evidenced by the lowered BES post-assessment scores for Subscale 3, Inappropriate Behavior (see Appendix L:79). Teacher 2 noted that this student had become rude and defiant toward authority. Teachers 3 and 5 observed an increase in off-task and inappropriate learning behaviors which increased Student B's learning problems. The BES post-assessment ratings completed by these teachers showed a four point drop for Subscale 1, Learning Problems, with Teacher 5 giving her a below average rating of six on Subscales 1, 2, and 3. Teacher 4 observed an overall worsening of this student's academic and behavioral performances. Teacher 6 did not

note any significant changes, but had given Student B a low average rating on the BES pre-assessment.

Student B passed all six classes and improved her grade point average by eight points (see Table 1). This increase occurred due to Student B having failed two elective classes first semester. Her averages in all four of her academic classes were from three to eleven points lower second semester as compared to first semester. Student B showed no significant change on the Coopersmith Self-Esteem Inventory (see Table 2).

Parent B showed a twenty-eight percent increase on the Parental Practices Inventory (see Table 4). The percent of time that this parent applied the following four inventory items increased significantly and could have contributed to Student B's drop in appropriate behaviors.

	<u>Pre</u>	<u>Post</u>
1. Acting instead of talking in conflict situations.	30%	70%
7. Not interfering or getting involved in my children's fights with each other and with their friends.	10%	70%

- | | | | |
|-----|--|-----|-----|
| 10. | Allowing my children to experience the unpleasant consequences of some of their behaviors instead of using personal authority to control them. | 10% | 70% |
| 19. | Not being overanxious about my children's fears. | 30% | 70% |

Parent B's continued participation in private family counseling also could have been a contributing factor in the perceived increase of parenting skills.

Student/Parent C

Student C, a white 16 year old male eleventh grader, lived with his divorced mother. There were no siblings. Student C was a self-admitted "skin head", who had been hospitalized during the first ten weeks of the school year for alcoholism and behavioral problems. During the time of the project implementation, Student C attended his zoned public school. He was served by the learning disabilities resource program one period per day for study skills. Student C was an articulate young man who was willing to discuss his school history, prior hospitalization, personal relationships, and current identity and beliefs. He continued to drink occasionally.

Parent C worked outside the home. She felt that her son needed the hospitalization and continued to need support services. Parent C was extremely closed during the first four sessions of the project. She eventually opened up after the student participants and the Program Coordinator met her son. She was ashamed of his alignment to the "skin head" philosophy. Her main goal was to learn how to become a "tougher parent".

Teachers of Student C identified the following school performance problems.

<u>Teacher</u>	<u>Problem</u>
1	Low test/quiz scores
2	Fails to complete classwork
3	Fails to complete classwork
4	Fails to complete classwork
5	Excessive absences
6	No response

Teacher 1 noted that Student C had improved in his classwork, participation, and test scores. Student C passed this class with a 79 average. Teachers 2, 3, and 4 responded with no improvement of the identified problem. Teacher 3 gave this student a 5 rating on

Subscale 1, Learning Problems, of the BES, while Teacher 4 gave a 5 rating on Subscale 2, Interpersonal Difficulties and Subscale 3, Inappropriate Behavior (see Appendix K:77). Student C received a failing grade from Teachers 2 and 3. Teacher 5 noted an improvement in this student's attendance. No final grade was posted for this class.

Though Student C's academic performance worsened from first to second semester, he was the only student in the project that showed a one standard deviation increase on the Coopersmith Self-Esteem Inventory (see Table 2). His post-assessment placed him in the high average range for perception of self. The Program Coordinator observed an increased confidence level in Student C during the last student meeting. The reasons for this improvement remain unknown. Student C had been arrested and charged with unlawful possession of alcohol and was awaiting a court date when he participated in the project's post-assessment.

Parent C showed a 7 percent decrease on the Parental Practices Inventory (see Table 4). The percentage differences on the following parental

practice items contributed to the overall decrease.

	<u>Pre</u>	<u>Post</u>
7. Not interfering or getting involved in my children's fights with each other and their friends.	70%	30%
13. Allowing my children to be themselves even when it goes against what I want them to be.	50%	10%

Parent C was concerned with her son's recent arrest. She was having difficulty allowing him to shoulder the consequence for his actions. Parent C commented on the post-assessments that this program helped her to "open up" to others, but she continued to need counseling or support of some kind.

Student/Parent D

Student D, a white 16 year old tenth grader, lived with his mother, father, and one younger brother. Student D had been diagnosed as learning disabled while in the first grade. He received special education services until fifth grade when he was dismissed from the program. Student D attended a small private school during grades seven, eight and nine. He wanted to return to a public school. Student D enrolled at the

author's high school. His parents referred him for an academic evaluation to determine possible need for learning disability services. Student D was found ineligible for such services.

Both parents of Student D worked outside the home. Although the father of Student D attended many of the parenting sessions, the mother's pre- and post-assessments were used for this study. Both parents had participated in previous parenting courses and family counseling. The mother hoped to learn how to be a more positive and effective parent. Both parents appeared knowledgeable and supportive regarding their son's educational needs.

Teachers of Student D identified the following school performance problems.

<u>Teacher</u>	<u>Problem</u>
1	No response
2	Poor daily grades
3	Off-task behaviors
4	None identified
5	Fails to complete classwork/homework
6	Fails to complete classwork/homework

Teacher 2 did not observe any improvement of daily grades, but noted Student D had worsened in the area of little to no interaction with peers. The BES, Interpersonal Difficulties Subscale rating by Teacher 2 dropped from 12 to 9 (see Appendix L:79). Teacher 3 noted less off-task behaviors, while Teacher 4 recorded no evidence of any problems. Teacher 5 noted some improvement in completing assignments. Student D's below average ratings on Subscales 2 and 3 of the BES (see Appendix L:79) remained unchanged.

Student D improved his grade point average by four percentage points (see Table 1). He failed one second semester course as opposed to two courses first semester. Student D showed a drop of one standard deviation on the Coopersmith (see Table 2). An item analysis of his responses showed frustration with his current school functioning and his position within the family unit.

Parent D showed a 16% increase of the Parental Practices Inventory (see Table 4). The increased percent of time that parent D reported for the four following parenting procedures could have contributed to

Student D's significant drop on the Coopersmith Self-Esteem Inventory.

	<u>Pre</u>	<u>Post</u>
7. Not interfering or getting involved in my children's fights with each other and their friends.	10%	50%
9. Being firm with my children without dominating.	10%	50%
10. Allowing my children to experience the unpleasant consequences of some of their behaviors instead of using personal authority to control them.	30%	90%
11. Emphasizing that we can solve conflicts together rather than giving my solution to them.	10%	50%

Parent D commented in a letter which she included with the post-assessment that this program offered information, direction, and flexibility.

Student/Parent E

Student E, a white 15 year old repeating ninth grade, lived with both of her parents and a twin brother. She has a perforated left eardrum which qualifies her for a hearing aid. Student E does not wear an aid device as she prefers to compensate with her

right ear. Student E ran away from home during the first semester of the school year. She turned herself over to the authorities after the car in which she and two of her peers were riding broke down. Student E had managed to travel through several states over a period of three to four days. She was charged with stealing a car and the judicial system placed her on probation with community service work. It should be noted that Student E's twin brother was an honor student who presented no unusual or stressful problems to his parents.

Both parents of Student E worked. The father's work was based in the home, but required a great deal of travel. The mother worked part-time at a local child care facility. Although, the father of Student E attended most of the parenting sessions, the mother's pre- and post-assessments were used for this study. The mother hoped to become a more effective parent and feel better about herself. She wanted to be able to say "no" and feel comfortable with her decisions as a parent.

Teachers of Student E identified the following school performance problems.

<u>Teacher</u>	<u>Problem</u>
1	Low test/quiz scores
2	Low test/quiz scores
3	Fails to complete classwork
4	Low daily grades
5	Low test/quiz scores
6	Low test/quiz scores

Teachers 2 and 5 noted no improvement of identified problems. Teacher 5 continued to give Student E a 7 rating on Subscale 5, Physical Symptoms/Fears on the BES (see Appendix L:79). Teachers 1 and 3 noted some improvement of performance, but that Student E was still failing. Teacher 4 responded that the performance problem had worsened, while Teacher 6 noted performance had somewhat improved. Subscale 1, Learning Problems, on the BES appeared to be Student E's weakest area (see Appendix L:79).

Student E did not complete the semester as she ran away from home for the second time. She was not reunited with her parents for several weeks. This necessitated withdrawing Student E from school.

Parent E showed no fluctuation of the Parental Practices Inventory (see Table 4) despite the significant emotional stress placed upon this family unit. During the follow-up telephone conversation, Parent E shared with the author the status of her daughter. Student E was a ward of the court awaiting entrance to a six week youth wilderness program operated by the state. She was to either seek full time employment or return to school upon completion of the program. Student E was to remain on probation until the age of eighteen. Parent E expressed her gratitude for having the parenting course and its participants' support during this critical period of their family's life.

CHAPTER V

Recommendations

Even though the stated objectives were not achieved, the project was successful in different, yet subtle ways. Unexpected and positive outcomes were observed by this author and the participants. Therefore, replication of this parenting program should be pursued.

A researcher replicating this project should consider a longer follow-up component. Utilization of "veteran" participants to co-chair future parenting programs or intense training of these parents to conduct parenting sessions could be instituted. More realistic expectations regarding degree of improvements should be specified. Pre- and post-assessment options could be streamlined and personalized by conducting coordinator/teacher conferences.

The author has been invited to offer this parenting course to the parents of identified "at-risk" students at the local high school. Even though the degree of data will not be collected, the course will be implemented with few changes of content. This program

is perceived as a valuable addition to the school's at-risk pilot program.

After researching the value of parent education and the impact such education can have on student performance and coordinating this project, the author contends that the personalization of a parenting course is positively correlated to student performance and parent/student self-perception. A challenge for future researchers could be to show correlations among various parenting courses. Results of such research could only be beneficial for future families, as well as, the future of our society.

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Appendices

Appendix A
Rating Scale and Complete Results

Appendix A

Rate the following statements according to the rating scale as follows: (1) Disagree; (2) Slightly Disagree; (3) Slightly Agree; (4) Agree; (5) Strongly Agree.

	1	2	3	4	5
Parent education on the secondary school level is needed.			9%	18%	73%
Parent education can improve parent perceptions of their parenting skills.			14%	9%	77%
Parent education that is structured to address individual student/parent needs can improve student school performance.			18%	14%	68%
Parent education can improve student perceptions of home and school.			18%	18%	64%
Parent education that increases school communication and provides support for improvement of student school performance can improve teacher perceptions of the student.			14%	27%	59%

Appendix B
Coopersmith Self-Esteem Inventory

Appendix B

SCHOOL FORM

SEI

Coopersmith Inventory

Stanley Coopersmith, Ph.D.
University of California at Davis

Please Print

Name _____ Age _____

School _____ Sex: M ___ F ___

Grade _____ Date _____

Directions

On the next pages, you will find a list of statements about feelings. If a statement describes how you usually feel, put an X in the column "Like Me." If the statement does not describe how you usually feel, put an X in the column "Unlike Me." There are no right or wrong answers.



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Appendix C
Behavior Evaluation Scale

Appendix D
Parental Practices Inventory

Appendix D

Social Security No. _____
 Sex _____
 Birth Order _____
 No. of Children _____
 Marital Status _____

Parental Practices Inventory

Directions: What percent of the time do you apply the following procedures in your childrearing practices?

- | | | | | | |
|--|-----|-----|-----|-----|-----|
| 1. Acting instead of talking in conflict situations. | 10% | 30% | 50% | 70% | 90% |
| 2. Recognizing my tone of voice when talking with my children and what it is truly communicating to them. | 10% | 30% | 50% | 70% | 90% |
| 3. Listening intently enough to my children so that I could repeat verbatim what they have said. | 10% | 30% | 50% | 70% | 90% |
| 4. Attempting to understand the purpose of my children's behavior before acting. | 10% | 30% | 50% | 70% | 90% |
| 5. Encouraging my children to do things for themselves and thereby enhancing their ability to solve problems for themselves. | 10% | 30% | 50% | 70% | 90% |
| 6. Emphasizing that making a mistake is not nearly as important as what we do about it afterwards. | 10% | 30% | 50% | 70% | 90% |
| 7. Not interfering or getting involved in my children's fights with each other and with their friends. | 10% | 30% | 50% | 70% | 90% |
| 8. Withdrawing from power struggles with my children. | 10% | 30% | 50% | 70% | 90% |

- | | | | | | | |
|-----|---|-----|-----|-----|-----|-----|
| 9. | Being firm with my children without dominating. | 10% | 30% | 50% | 70% | 90% |
| 10. | Allowing my children to experience the unpleasant consequences of some of their behaviors instead of using personal authority to control them. | 10% | 30% | 50% | 70% | 90% |
| 11. | Emphasizing that <u>we</u> can solve conflicts together, rather than giving my solution to them. | 10% | 30% | 50% | 70% | 90% |
| 12. | Taking time for training of essential skills and habits, rather than merely correcting and reminding at the time of the problem. | 10% | 30% | 50% | 70% | 90% |
| 13. | Allowing my children to be themselves even when it goes against what I want them to be. | 10% | 30% | 50% | 70% | 90% |
| 14. | Giving my children opportunities to take on responsibilities (such as dressing themselves, doing their own homework, taking care of their own room, getting to school on time, etc.). | 10% | 30% | 50% | 70% | 90% |
| 15. | Not getting involved or trying to influence my children's relationships with other adults (e.g., allowing them to deal with problems with teachers, grandparents, and spouses). | 10% | 30% | 50% | 70% | 90% |
| 16. | Having a family counsel where everyone in the family can express themselves freely and equally. | 10% | 30% | 50% | 70% | 90% |
| 17. | Giving my children choices in situations whenever it is possible. | 10% | 30% | 50% | 70% | 90% |

- | | | | | | |
|---|-----|-----|-----|-----|-----|
| 18. Joining in my children's activities and going places with them (e.g., playing games with them, going to ball games, museums, etc.). | 10% | 30% | 50% | 70% | 90% |
| 19. Not being overanxious about my children's fears. | 10% | 30% | 50% | 70% | 90% |
| 20. The percent of time that having a life of my own has increased is: | 10% | 30% | 50% | 70% | 90% |

Compiled by:
 Dr. Roy Kern
 Georgia State University

Appendix E
Introductory Letter to Guidance Counselors

Appendix E

[Date]

Dear _____,

The parent(s) of _____ is/are participating in a parenting program this semester. The program hopes to assist parents with improving their parenting skills and their students' school performance. Some assessments data is therefore needed by the student and the student's teachers.

Permission has been granted by the county's Research Review Committee to utilize the guidance counselors as a liaison for data gathering. The parents have also given permission for such data to be gathered and used.

Please disseminate the enclosed letters and pre-assessments to _____ current teachers. Also, please have the student complete the Coopersmith Self-Esteem Inventory. This information will be needed within five school days.

You will be notified during the semester for additional information. Such requests will be kept to a minimum and should not demand a great amount of your time. Your cooperation will help to make this parenting program a success. Thank you for your time and efforts.

Sincerely,

Appendix F
Introductory Letter to Teachers

Appendix F

[Date]

Dear Colleague,

The parent(s) of _____ is/are participating in a parent education program. One goal of the program is to provide parents with a means of improving their student's school performance.

Please take a few minutes to complete the attached assessment forms. Return these forms to the student's guidance counselor by Friday.

The results of this information will be shared with the parents in order to select the performance area(s) which the parents wish to improve. You will be contacted as to what area(s) are selected and what "plan of action" for improvement the parents intend to follow. Your input at the end of the semester will also be requested.

Thank you for your time and cooperation in this worthy endeavor.

Sincerely,

Appendix G
Parent Education Course Syllabus

Appendix G

Parent Education Course Syllabus

- Session One "Why This Parenting Program Will Work for You"
- Program Coordinator
- "How My Child Became a Teenager" - Guest Speaker
- Assignment:** Read pages 151-62, The Effective Parent
- Session Two "Improving Home and School Communication" -
Question and Answer Session with a Guest Panel
of Educators
- Assignment:** Read Chapters 2 and 3, The Effective Parent
- Session Three "Can an Old parent Learn New Tricks?" - Guest
Speaker
- Assignment:** Read Chapter 6, The Effective Parent
- Session Four "Love and Limits" - Guest Speaker
- Assignment:** Read Chapter 1 and review pages 151-62, The Effective Parent. Be prepared to share a parenting problem with the group.
- Session Five "Getting Started" - Program Coordinator and
parents as active participants
- Assignment:** Read Chapter 5, The Effective Parent. Hold a family meeting. Be prepared to share results with the group.
- Session Six "Meeting the Challenge" - Program Coordinator
and parents as active participants
- Assignment:** Read Chapter 4, The Effective Parent

Session Seven

"Devising Action Plans" - Program Coordinator and parents as active participants

Assignment: Set a "bottom line" and try it for one week. Be prepared to discuss results with the group.

Session Eight

"Revising Action Plans and Preparing for the Near Future" - Program Coordinator and parents as active participants

Assignment: Maintain contact with your "support system". Be prepared to report back in eight weeks to the Program Coordinator.

Appendix H
Parent Permission Form

Appendix H

[Date]

Dear Parents,

Thank you for your interest and willingness to participate in this unique parenting program. As a participant, your permission is needed in order for the Program Coordinator to compile certain data about you and your son/daughter. The information will be used in an anonymous format to evaluate the worthiness of this parenting program and will be reported in writing by the Program Coordinator as partial fulfillment of the requirements for the degree of Educational Specialist. Your permission is voluntary and is not necessary in order for you to participate in the parenting classes.

_____ I give my permission to the Program Coordinator to oversee, gather and report on the following information:

Parent Questionnaires
Teacher Questionnaires and Rating Scales
Student Questionnaires and Inventories
Student School Records (academic and disciplinary)

Signature_____
Date

_____ I do not wish to participate in this aspect of the parenting program.

Signature_____
Date

Please complete the following information if permission has been granted.

STUDENT NAME _____ SEX _____ AGE _____ BD _____

SCHOOL _____ CURRENT GRADE LEVEL _____

GRADES REPEATED (if any) _____

NUMBER OF SCHOOLS STUDENT HAS ATTENDED _____

IS YOUR STUDENT IN A SPECIAL EDUCATION PROGRAM? _____

DOES YOUR STUDENT HAVE ANY MEDICAL AND/OR SPECIAL CONDITIONS THAT MIGHT HINDER THE LEARNING PROCESS? _____

IF YES, PLEASE EXPLAIN: _____

Appendix I
Parenting Course General Information

Appendix I

PARENTING COURSE - GENERAL INFORMATION

Name(s): _____

Address: _____

Home Phone: _____

Business Phone: _____

Student's Name: _____

School: _____
_____What I would like to learn in this course:

Appendix J

Parenting Course Individual Session Evaluation

Appendix J

Parenting Course
Individual Session Evaluation

SESSION NUMBER: _____ DATE: _____

MAJOR TOPIC: _____

PRESENTER: _____

Thank you for taking a minute or two to evaluate this session. A composite of the evaluation will be provided to the presenters after the session. Your comments will be used in planning for future parenting courses.

RATING SCALE: (5) Excellent; (4) Good; (3) Fair; (2) Poor; (1) Cannot Evaluate

Accuracy of title and description	5	4	3	2	1
Format of presentation	5	4	3	2	1
Presenter's knowledge of material	5	4	3	2	1
Usefulness of information	5	4	3	2	1

Please give your comments on the relevance this session has had to your personal parenting needs.

Should this topic be presented at future parenting courses?

Yes _____ No _____

Appendix K

Identification of Student's Specific Performance Problem

Appendix K

Identification of Student's Specific Performance Problem

Please check any problem(s) you have observed or recorded that
 _____ displays in your class. Return
 this form to _____.

- _____ Tardy
- _____ Excessive absences
- _____ Does not bring materials to class
- _____ Fails to complete classwork
- _____ Fails to complete homework
- _____ Physical outbursts (includes excessive movement)
- _____ Verbal outbursts (includes talking out)
- _____ Off-task behaviors (not involving peers)
- _____ Excessive interaction with peers
- _____ Little to no interaction with peers
- _____ Rude/defiant to authority figure
- _____ Rude to peers
- _____ Poor daily grades
- _____ Low test/quiz scores
- _____ Other: _____

If this student could improve one performance problem this semester, which one would you recommend?

THANK YOU FOR YOUR TIME AND INPUT

Appendix L

Behavior Evaluation Scale
Subscale Standard Score Comparison

Appendix L

Behavior Evaluation Scale
Subscale Standard Score Comparison

Student A	BQ	Pre/Post 1	Pre/Post 2	Pre/Post 3	Pre/Post 4	Pre/Post 5
Teacher 1	103/103	10/10	10/10	11/11	11/11	10/10
2	80/86	8/8	7/9	6/7	8/9	7/7
3	117/117	12/12	10/10	13/13	14/14	13/13
4	NR	NR	NR	NR	NR	NR
5	NR	NR	NR	NR	NR	NR
6	107/107	9/9	12/12	12/12	9/9	13/13
Mean	101.75/ 103.25	9.75/9.75	9.75/9.75	10.5/10.75	10.5/10.75	10.75/10.75
Student B	BQ	Pre/Post 1	Pre/Post 2	Pre/Post 3	Pre/Post 4	Pre/Post 5
Teacher 1	117/107	12/10	10/9	13/9	14/14	13/13
2	106/96	14/11	9/9	11/8	11/10	9/9
3	97/89	12/8	8/7	6/5	8/8	10/8
4	90/79	9/7	8/7	9/7	9/8	8/6
5	89/78	10/6	7/6	7/6	11/9	7/7
6	87/87	9/9	9/9	8/8	8/8	7/7
Mean	97.66/ 87.83	11.0/8.5	8.5/7.83	9/7.16	10.16/9.5	9.0/8.3

Behavior Evaluation Scale
Subscale Standard Score Comparison (Continued)

Student C	BQ	Pre/Post 1	Pre/Post 2	Pre/Post 3	Pre/Post 4	Pre/Post 5
Teacher 1	92/93	9/9	9/10	8/9	9/9	9/9
2	101/100	9/8	12/12	11/11	10/10	9/9
3	100/100	5/5	13/13	9/9	10/10	13/13
4	87/87	8/8	5/5	5/5	10/10	13/13
5	96/99	9/10	11/11	10/11	8/8	9/9
6	NR	NR	NR	NR	NR	NR
Mean	95.2/95.8	8.0/8.0	10/10.2	8.6/9.0	9.4/9.4	10.6/10.6
Student D	BQ	Pre/Post 1	Pre/Post 2	Pre/Post 3	Pre/Post 4	Pre/Post 5
Teacher 1	NR	NR	NR	NR	NR	NR
2	108/103	9/9	12/9	11/11	11/10	13/13
3	104/111	11/13	7/8	12/13	10/11	13/13
4	124/124	14/14	13/13	13/13	14/14	13/13
5	100/101	7/8	10/10	11/11	9/9	13/13
6	89/89	10/10	7/7	7/7	8/8	10/10
Mean	105/105.6	10.2/10.8	9.8/9.4	10.8/11.0	10.4/10.4	12.4/12.4

Behavior Evaluation Scale
Subscale Standard Score Comparison (Continued)

Student E	BQ	Pre/Post 1	Pre/Post 2	Pre/Post 3	Pre/Post 4	Pre/Post 5
Teacher 1	103/103	7/7	13/13	9/9	14/14	9/9
2	87/87	9/9	9/9	9/9	7/7	7/7
3	108/107	8/8	12/12	12/11	14/14	10/10
4	107/104	10/9	13/13	11/10	11/11	10/10
5	100/100	8/8	10/10	8/8	11/11	13/13
6	115/113	9/10	13/10	12/12	14/14	13/13
Mean	103.33/ 102.33	8.5/8.5	11.66/9.66	10.16/9.83	11.83/11.83	10.33/10.33

END

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